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ABSTRACT

This project report describes the development and implementation of a model of qualitative measures for evaluating the use of school library resources by students and teachers. It explains a record-keeping system for school librarians to use in tracing media from purchase, through processing, to eventual utilization. Using parts of sample recordkeeping forms as illustrations, specific procedures are discussed for the model's three primary steps: (1) teachers select materials; (2) librarian receives and disseminates materials; and (3) teachers and students use materials. The report then addresses additional questions posed by the study, summarizes the project activities for 1980 through 1982, and presents a month-by-month project implementation plan. Sample recordkeeping forms are included for library requests, material evaluation, teacher-librarian planning, and teacher and student use of library resources. The final section displays the project evaluation data. (LMM)

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TRACKING INSTRUCTIONAL MATERIALS FROM ACQUISITION TO USE

A Qualitative Model for Evaluating the Use of School Library Resources

Funded by
ESEA Title IV, Part C
July, 1979 - August, 1982

Durant Attendance Center
Durant, Mississippi
1982

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Lexington, Mississippi

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Project Staff, 1979-1982

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ACKNOWLEDGEMENTS

As Project Director, I wish to commend especially the following members of the staff at Durant Attendance Center who worked together to accomplish the desired results as stated in the objectives and goals: Mr. John F. McGee, Principal; Mrs. Cornelia Walker, Librarian; Mrs. Dorothy Butler, Mr. Billy Fleming, Mrs. Lovie Fleming, Miss Julia Johnson, Mr. Tim McCormick, Mrs. Annie J. Rayford, Mrs. Elma Maxine Smith, Mr. Andrew Townsend, and Mr. Peter Vaughns, classroom teachers. Without their interest, dedication, and complete cooperation and participation, the project would not have been so successful.

A method of record-keeping which would help librarians to be more accountable had long been the desire of Mrs. Yvonne Dyson, State Library Consultant. Through funds provided by ESEA IVC, the Holmes County School District was able to develop a model of this type to be initiated at Durant Attendance Center. None of these plans could have been accomplished, however, without the encouragement, inspiration, and assistance of Mrs. Dyson, John Barlow, E. E. Polk, Cecil Brinson, and Clyde Hatten, Title IV staff members, Mississippi State Department of Education.

Laura M. Bowie

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INTRODUCTION

For many years, there has been a need for a better way to evaluate the quality and effectiveness of school library programs in relation to their helping attain instructional objectives. For example, when a State Visiting Committee is engaged in a ten-year evaluation of a school, they look for accurate records. In federal programs, money is expended unwisely because there is no record to document usage of all kinds of material.

In visiting school media centers, the personnel from the State Department of Education have observed lack of documentation on the use of library materials. Without this kind of information, it is impossible to show any correlation between usage of these materials and meeting instructional objectives.

In response to that need, this program was designed to provide information which goes a step beyond that which is ordinarily produced by mere circulation statistics. It consists mainly of a system of record-keeping whereby librarians can trace media materials from the time they are pruchased until they are placed on the shelves and used by students and teachers.

Careful pre-planning was involved so that the project could be replicated as needed and adopted by other school districts. Record forms were thoroughly tested and refined to produce the most information with the least personnel and time involved.

The data collected from the three-year project signify that the deisred results have been achieved. The detailed records indicate a significant increase in school library media usage by students and

teachers, and also show the kinds of materials which they use most frequently. These facts, coupled with increased teacher-librarian planning, serve to point out that there is a definite correlation between use and cooperative planning.

One of the most important accomplishments gained through this system of record keeping is that librarians no longer have to guess about teacher and student use of library resources but can be more accountable by providing definite answers for administrators. In addition, this important data can be used for many purposes not only by the administration but also by the librarian and teachers.

PROCEDURES

TRACKING INSTRUCTIONAL MATERIALS

FROM ACQUISITION TO USE

Procedures

Step I Teachers Select Materials

Acquisition of materials must involve teachers. In order to track instructional materials from acquisition to use, it is vital for teachers to be specific in the selection for their particular instructional areas. This cannot be left to the arbitrary decisions of principals, administrators, and/or librarians.

In-service training sessions should be scheduled, allowing teachers to have adequate time for selection of specific titles or items related to their various areas of instruction. For these sessions, the librarian should be responsible for collecting, sorting and making available all catalogs or other sources of information from which teachers can make their selections. In addition, the librarian should provide teachers with specialized library request forms to be used during these designated in-service sessions. It is recommended that teachers use these forms all during the year for setting up a consideration file for future orders. After the forms are processed and orders are made, the librarian should check them periodically and inform the teachers of the status of the order which they requested. (Forms I, II)

Step I (continued)

If communication breaks down after selection of material, then the function of the library will become one of optional service rather than being instrumental in helping students and teachers to achieve goals and objectives, which is the purpose for which it is intended.

Form I

LIBRARY REQUEST FORM (BOOKS)

Author_____

Title_____

Publisher_____ Date_____

Price_____ No. Copies_____

Teacher Making Request_____

Status of Order:

Received_____ Not Received_____

Comments_____

Form II

LIBRARY REQUEST FORM (NON-BOOK)

Material_____ No._____

Title_____

Vendor_____ Price_____

Teacher Making Request_____

Status of order:

Received_____ Not Received_____

Comments_____

Step II Librarian Receives and Disseminates Materials

As materials arrive, the librarian should indicate on the library request forms the final status of each order and provide the teacher with a copy.

Step II (continued)

After the requested materials have been processed and indexed for retrieval and use, they should be examined by the teacher to determine if the materials are appropriate for achieving stated instructional objectives and goals. For this purpose, a special form should be provided which indicates what the item is, how the teacher rates it, and of what particular use it will be to the teacher for classroom use. Information on these forms could be easily transferred to the teacher's lesson plans. (See form below)

In-service sessions by subject areas for the purpose of previewing new materials is highly recommended for achieving the best results, as teachers can exchange ideas as they examine the material.

Form III

EVALUATION OF MATERIAL

Durant Attendance Center
1981-82

Teacher_____ Subject_____

Class No.	Item	Rating	Classroom Use

Step III Teachers and Students Use Materials

A. Teachers

After the teachers have examined the materials and determined their appropriateness for classroom use, the librarian should have a planning session with each teacher to make decisions concerning how the materials will be used (reserved, long-time loan, group use, individual use, teacher use only). These sessions should be documented by the librarian on a planning form made specifically for teachers and librarians and placed in individual folders or notebooks which have been prepared for each teacher. (See Form IV)

Form IV

TEACHER-LIBRARIAN PLANNING FORM

Durant Attendance Center
1981-82

Date_____ Grade_____

Teacher_____ Subject_____

What Was Planned and Who Was to Be Included in the Activity	Library Resources Included in Plans	Length of Session	Outcome (circle one) 1 excellent 4 poor
			1 2 3 4

As teachers make use of the materials as indicated on the teacher-librarian planning forms, daily records should be kept by the librarian. This is

Step III-A (continued)

a very important form, as it documents those materials which each teacher actually uses daily, weekly, monthly, and yearly. Also, it indicates whether or not they are using materials which they selected rather than those selected by the librarian, principal or administrator. A composite form, compiled monthly, would be very useful in presenting a profile of use of media by all teachers. (Forms V, VI, VII)

Form V

Date_____

DAILY RECORD
TEACHER USE OF LIBRARY RESOURCES

Durant Attendance Center
1981-82

Teacher	Selected By	Books	A-V	Maga-zines	News-papers	Other	Total
	Teacher						
	Other						
	Teacher						
	Other						
	Teacher						

Form VI

MONTHLY REPORT
Teacher Use of Library Resources

Durant Attendance Center
1981-82

Codes: P= Print
NP= Non-Print

Red - Material Selected by Teachers
Blue - Selected by Others

Month	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	Total

Step III-A (continued)

Form VII

MONTHLY RECORD
LIBRARY RESOURCES
Teacher Assignments
Durant Attendance Center
1981-82

Month	Teacher	10th Grade			11th Grade			12th Grade			Other Grades			Total
		AV	Books	Other	AV	Books	Other	AV	Books	Other	AV	Books	Other	

B. Students

The instructional objective on the teacher-librarian planning form should be an indication of which materials the students may be using in a particular classroom for a particular teacher. For keeping records of student use, it will be necessary to use traditional circulation methods. Since student use of library resources includes other than just for classroom, keeping detailed records on students can be combersome. Since librarians do not have time to keep individual records on students' use of all library materials, it will be necessary to use the teacher planning form as an indicator for tracing material from acquisition to use. However, if an aide or student assistant is available, it would be

Step III-B (continued)

very useful to the librarian and teachers to keep more detailed records on individual students as well as group use.

Also, it would be advantageous and supportive of other statistics for librarians to keep individual reading records of student use of library resources. Circulation of AV material to students, as a general rule, is confined mainly to the library or the classroom. For this reason, circulation records for students will indicate mainly the use of only print materials. (Forms VIII, IX, X optional)

Form VIII
Month of _____

DAILY RECORD
Use of Media Resources
by Groups
Durant Attendance Center
1981-82

Date	Teacher	Material Used				Grade				
		AV	Books	Other	Total	10th	11th	12th	Other	Total

Form IX (optional)

P - Personal
CL - Classroom

DAILY RECORD

Student Use of Media Resources

Durant Attendance Center
1981-82

Date	Name	Grade	Teacher	Material	Purpose * P	* Cl

Form X (optional)

INDIVIDUAL STUDENT RECORD
Use of Library Resources

Durant Attendance Center
1981-82

Name _____

Grade _____

Date	Assignments of Library Resources			Personal Use	
	Subject	Teacher	Materials Used	AV	Other

QUESTIONS ANSWERED

The overall purpose of this project was to prove that a large collection of media resources can make a significant contribution to the instructional program. To achieve this purpose, certain questions were posed which were to be answered at the culmination of the program. Most of the questions could be answered accurately by referring to the detailed records which were kept, but a measure of the far-reaching results can be realized only as the program continues in the future.

Question 1:

Can a system of record keeping be devised which will assess the use of library resources by teachers and students?

Answer:

A system of record keeping which will assess the use of library resources by teachers and students can be devised, but the extent to which it can be kept in great detail will depend upon the amount of help available to the librarian. Since it does require time to keep accurate records, it may be necessary for the librarian to modify the forms to meet the needs of each particular school and/or library.

Question 2:

How much time is required (on the part of the librarian and aide) in maintaining this system of record keeping?

Answer:

Basing her information on records kept on a student population of 150 over a period of two years, the librarian found that it took an average of thirty-five minutes a day for the librarian and one hour a day for the aide to complete statistics for all teachers and students using the library. Naturally, the student population will also affect the amount of time required.

Questions Answered (continued)

Question 3:

Does this system justify the amount of time spent?

Answer:

Statistics indicating that library usage increased as the program progressed proved that the amount of time spent by the librarian and aide in keeping detailed records was justified. These statistics also provide raw data for administrators and others in accounting for the usefulness and worth of the library.

Question 4:

Does it indicate those teachers who never plan lessons which require library resources?

Answer:

Records of the library-related assignments by teachers definitely indicated which teachers were including library resources in their lesson plans.

Question 5:

To what extent were library materials included on teachers' lesson plans?

Answer:

During the first year of the project, the teachers and librarian met regularly for planning sessions. Due to a shortened school day during the second year, however, there was no definite schedule set; but each teacher continued to find some time for planning with the librarian. By now, all teachers were well aware of materials which were available and were able to work independently as they made their plans. Daily records of kinds and quantities of material used by students for their assignments indicated that library resources were being used on a regular basis, with English and social studies teachers using the most. For the first time, the science and mathematics teachers included library materials regularly in their lesson plans.

Questions Answered (continued)

Question 6:

Do teachers use materials which they select more than they use those selected by others?

Answer:

Form VI, which showed teacher use of library resources, indicated a definite preference for materials selected by teachers. From this experience, the teachers learned that selection of library materials is a cooperative responsibility of teachers and librarians.

SUMMARY
1980 - 1981

The primary objective of this project was to establish a model of qualitative measures for evaluating the use of school library resources by teachers and students. Included in the program were two science teachers, two English teachers, two mathematics teachers, three social studies teachers, librarian, and all students in grades 10-12.

During the planning year, 1979-1980, a system of records to document the impact, influence, and value of school library resources on the instructional program was established and periodically refined throughout the year. The careful preparation of these forms was an important factor contributing to the success of the program. These forms included numbers and kinds of materials and equipment acquired, processed and circulated; number of teachers and students using the materials and equipment; number of teacher-librarian planning sessions; and number of library requests not filled.

At the end of the planning year, teachers began selecting materials and equipment for use in their particular areas. Orders were placed in time for these to be received, processed, delivered, and ready for use by the beginning of the 1980-81 school year. Having these materials available for the teachers and students early in the year helped to create much enthusiasm for the program.

In-service sessions, set up with separate viewing and listening stations for each subject area, allowed teachers sufficient time to preview carefully and evaluate the new materials which they had selected. In checking the in-service sessions which had been most helpful, the

teachers gave these the highest ratings. Students profited also, as teachers made assignments and they began independent use of audiovisual equipment and materials in the library, a new practice for most of them.

Other in-service sessions held that year were planned to provide teachers with a working knowledge of the library and to show them how it can be used as a resource for planning study units, reinforcing what happens in the classroom, as a source of material to use in the classroom, and for professional development. Comments and suggestions by teachers were considered in planning future workshops.

With this groundwork for the program being carefully planned and executed, the librarian, teachers, and students were ready for the final year of the program when they would be completely ready to use library resources extensively.

SUMMARY

1981 - 1982

At the beginning of the school year, the director and the librarian at Durant Attendance Center held several conferences to make definite plans for carrying out IV-C Project objectives for the year. The plans included a continuation of the previous year's program of service to teachers, but special emphasis for this year would be on student use of library resources. Ways of inducing students to read more were discussed, and plans were made for implementation. Some of these included creating a competitive spirit among classes, students and teachers and making recognition of the winners during National Library Week in April, 1982. The principal pledged his full support of all plans for rewarding teachers and students who used the library resources the most.

Twenty-six students expressed an interest in organizing a reading club, which was begun in October. The club met regularly each month, with members being responsible for the different types of programs which they preferred. Programs included a round table discussion of books which members had read, book reviews by the project director, and book talks by teachers. Paperbacks proved to be the favorites of most students, but they became more interested in all kinds of books as well as other library resources.

During October, a book fair was held for high school students. Those who were participants in the program were given a list of the books on display, asked to examine the books and check the ones which they would like to have added to the library collection. A tally indicated that all of the books had been requested by one or more in the group.

The books, all of which were purchased, proved to be very popular. This shows that students, as well as teachers, use more readily those instructional materials which they help to select.

One plan, which was endorsed by the teachers, was to place special emphasis each month on reading in one particular academic area. To encourage teachers and students to concentrate on reading in all fields, the director, working with the librarian, compiled separate reading lists for use with classes in science, social studies, English and mathematics. These lists, which included every available title for each area, helped to make this plan one of the most successful endeavors in helping to make teachers and students more aware of what their school had to offer in all fields. Previously, teachers had been supplied with lists of available A-V material, but this was the first time that they had listings of all print material related to the subjects which they taught. Additional interest was shown by students who planned and decorated appropriate bulletin boards for the subject area which was being emphasized.

After teachers suggested that the vertical file needed updating, the librarian and director, with suggestions from the teachers, selected two suitable groups of material and secured them for immediate use. Assignments were made as soon as the new material arrived, and this valuable source of information was in great demand for the balance of the year.

In-service sessions for teachers, which were held monthly, dealt more with their particular needs as related to the school library and how teachers and librarians working together could meet those needs.

One outstanding session, in which selected teachers from other schools participated, was an ETV workshop.

New forms which required less time to check were made, with daily and monthly records of library usage being kept. Comparison of this year's statistics with those of last year were made in April. The results of the program and final statistics indicate that it was a very worthwhile and rewarding experiment.

Teacher-Librarian Planning
1981-82

Since the 1981-82 school schedule was shortened by one hour a day, the teachers were not allowed a definite time for planning. The teachers and librarian continued to plan, however, but during no regularly scheduled time as they did in 1980-81. Planning was more spontaneous, with the teachers continuing to include library resources in their plans but consulting the librarian only when they needed assistance. Since the teachers had previewed all material purchased with IV-C funds and had lists of all print material in their instructional areas, they were familiar with what the library had to offer and were able to work more independently.

Even though we believe that teacher-librarian planning is very essential, we are pleased that as a result of the IV-C program, the teachers learned how to use the library resources and have realized their value in classroom instruction.

PLAN OF IMPLEMENTATION

Suggested Time Frame

September

- Have conference with principal
- Make tentative plans for year
- Prepare forms for record keeping
- Select materials and equipment (teachers)
- Send orders for material and equipment
- Keep daily records of teacher and student use of library
- Compile monthly statistics
- Schedule teacher-librarian planning sessions

October

- Plan in-service sessions for year
- Conduct session with students concerning library reference materials
- Make a list of new instructional materials available in media center and disseminate to teachers
- Keep daily records of teacher and student use of library
- Compile monthly statistics

November

- Participate in Book Week activities
- Hold in-service session for teachers to preview new materials
- Keep daily records of student and teacher use of library materials
- Compile monthly statistics
- Hold regular meeting of Library Club

December

- Hold in-service session for teachers
- Keep daily records of teacher and student use of media materials and equipment
- Compile monthly statistics

January

- Hold in-service session for teachers (evaluate)
- Have conference with principal regarding plans for balance of the year
- Work with students and teachers on science fair projects
- Keep daily records of teacher and student use of media materials and equipment
- Compile monthly statistics
- Schedule teacher-librarian planning sessions

February

- Hold in-service session for teachers
- Compile list of new material and disseminate to teachers
- Keep daily records of media usage
- Compile monthly statistics

March

- Keep daily records of media usage
- Compile monthly statistics
- Hold in-service session for students and teachers to evaluate use of library resources
- Begin selection of materials for 1982-83 session

April

- Hold final in-service session
- Participate in National Library Week activities
- Compile statistics of library usage by teachers and students for principal
- Evaluate results

May

- Complete statistics
- Complete yearly report
- Evaluate the program
- Make final orders for 1982-83

FORMS

Form I

LIBRARY REQUEST FORM (BOOKS)

Author_____

Title_____

Publisher_____ Date_____

Price_____ No. Copies_____

Teacher Making Request_____

Status of Order:

Received_____ Not Received_____

Comments_____

Form II

LIBRARY REQUEST FORM (NON-BOOK)

Material_____ No._____

Title_____

Vendor_____ Price_____

Teacher Making Request_____

Status of order:

Received_____ Not Received_____

Comments_____

Form III

EVALUATION OF MATERIAL

Durant Attendance Center
1981-82

Teacher_____ Subject_____

Class No.	Item	Rating	Classroom Use

Form IV

TEACHER-LIBRARIAN PLANNING FORM

Durant Attendance Center
1981-82

Date_____ Grade_____

Teacher_____ Subject_____

What Was Planned and Who Was to Be Included in the Activity	Library Resources Included in Plans	Length of Session	Outcome (circle one) 1 excellent 4 poor
			1 2 3 4

Date_____

DAILY RECORD
TEACHER USE OF LIBRARY RESOURCES

Durant Attendance Center
1981-82

Teacher	Selected By	Books	A-V	Maga-zines	News-papers	Other	Total
	Teacher						
	Other						
	Teacher						
	Other						
	Teacher						
	Other						
	Teacher						
	Other						
	Teacher						
	Other						
	Teacher						
	Other						
	Teacher						
	Other						
	Teacher						
	Other						
	Teacher						
	Other						
	Teacher						
	Other						
	Teacher						
	Other						

Form VI
MONTHLY REPORT
Teacher Use of Library Resources

Durant Attendance Center
1981-82

Codes: P= Print
NP= Non-Print

Red - Material Select
by Teachers
Blue - Selected by
Others

Month																			Total
	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	
Totals																			

33

Form VII

MONTHLY RECORD
LIBRARY RESOURCES
Teacher Assignments
Durant Attendance Center
1981-82

Month	Teacher	10th Grade			11th Grade			12th Grade			Other Grades			Total
		AV	Books	Other	AV	Books	Other	AV	Books	Other	AV	Books	Other	

DAILY RECORD

Month_____

Use of Media Resources
by Groups

Durant Attendance Center
1981-82

Date	Teacher	Material Used				Grade				
		AV	Books	Other	Total	10th	11th	12th	Other	Total
Totals										

Form IX (optional)

DAILY RECORD

Student Use of Media Resources

P - Personal
Cl - Classroom

Durant Attendance Center
1981-82

Date	Name	Grade	Teacher	Material	Purpose * P	* Cl
Totals						

Form X (optional)

INDIVIDUAL STUDENT RECORD
Use of Library Resources

Durant Attendance Center
1981-82

Name_____

Grade_____

Date	Assignments of Library Resources			Personal Use	
	Subject	Teacher	Materials Used	AV	Other

EVALUATION

Holmes County School District

Durant Attendance Center
Highway 51 South
Durant, Mississippi

Project: A Qualitative Model for
Evaluating the Use of School
Library Resources

Laura Bowie, Materials Coordinator
Project Director

Mississippi State Department of Education
Dr. Charles E. Holladay
Superintendent

Dr. Ralph Brewer, Director
Division of Instruction

Dr. Jack C. Gunn, Assistant Director
Special Federal and State Programs

Title Iv, ESEA
Clyde Hatten, Director

John L. Barlow
E. E. Polk
Yvonne Dyson
Cecil Brinson

Durant Attendance Center Staff

1979 - 1982

John F. McGee, Principal

Support Teachers

English

Dorothy Butler, Grades 9, 10
Julia Johnson, Grades 11, 12

Science

Lovie Fleming, Grades 9 - 12
(Chemistry, Biology, General Science)

Tim McCormick, Grades 10 - 12
(Biology, Botany, General Science)

Mathematics

Andrew Townsend, Grades 9 - 12
(General Mathematics, Algebra I, Algebra II)

Peter Vaughns, Grades 7 - 12
(General Mathematics, Geometry)

Social Studies

Billy Fleming, Grades 9 - 12
(Mississippi History, Civics, State Government,
Problems of American Democracy, Psychology, Sociology)

Annie J. Rayford, Grades 9 - 12
(American History, Geography, Afro-History)

Elma Maxine Smith, Grades 9, 10, 12
(Government, Economics, World History,
Civics, Mississippi History)

Cornelia Walker, Librarian

Mrs. Marion Johnson, Secretary-Bookkeeper 1979-1981
Library Aide 1981-82
MacArthur O'Neal, Secretary-Bookkeeper 1981-1982

TEACHER PROFILE

1981-82

Name	Student Assign-ments	By Group Use	By Student Use AV	By Teacher Use AV	Books Checked Out By Students	By Equip.* Used	Other Use	Total
Smith	425	80	20	34	139	12	47	757
Rayford	348	99	12	23	119	20	26	647
B. Fleming	250	160	9	36	444	80	73	1052
Johnson	652	281	3	26	141	33	81	1217
L. Fleming	225	347	6	33	72	80	53	816
McCormick	41	126	0	12	17	4	46	246
Townsend	102	24	4	34	24	18	50	256
Vaughns	22	60	0	15	15	4	77	193
Butler	132	0	1	15	21	29	59	257
Totals	2197	1177	55	228	992	280	512	5441
Student use of equipment								933
Grand Total								6374

TEACHER USE OF TIV-C MATERIALS

(Selected by Teachers)

Teacher	1980-81		1981-82	
	Other	TIV-C	Other	TIV-C
Smith	45	2	20	84
Rayford	15	11	19	15
B. Fleming	61	11	47	138
Johnson	61	20	18	91
Butler	45	14	5	19
McCormick	15	31	8	8
L. Fleming	48	5	25	31
Townsend	8	41	7	58
Vaughns	27	20	0	10

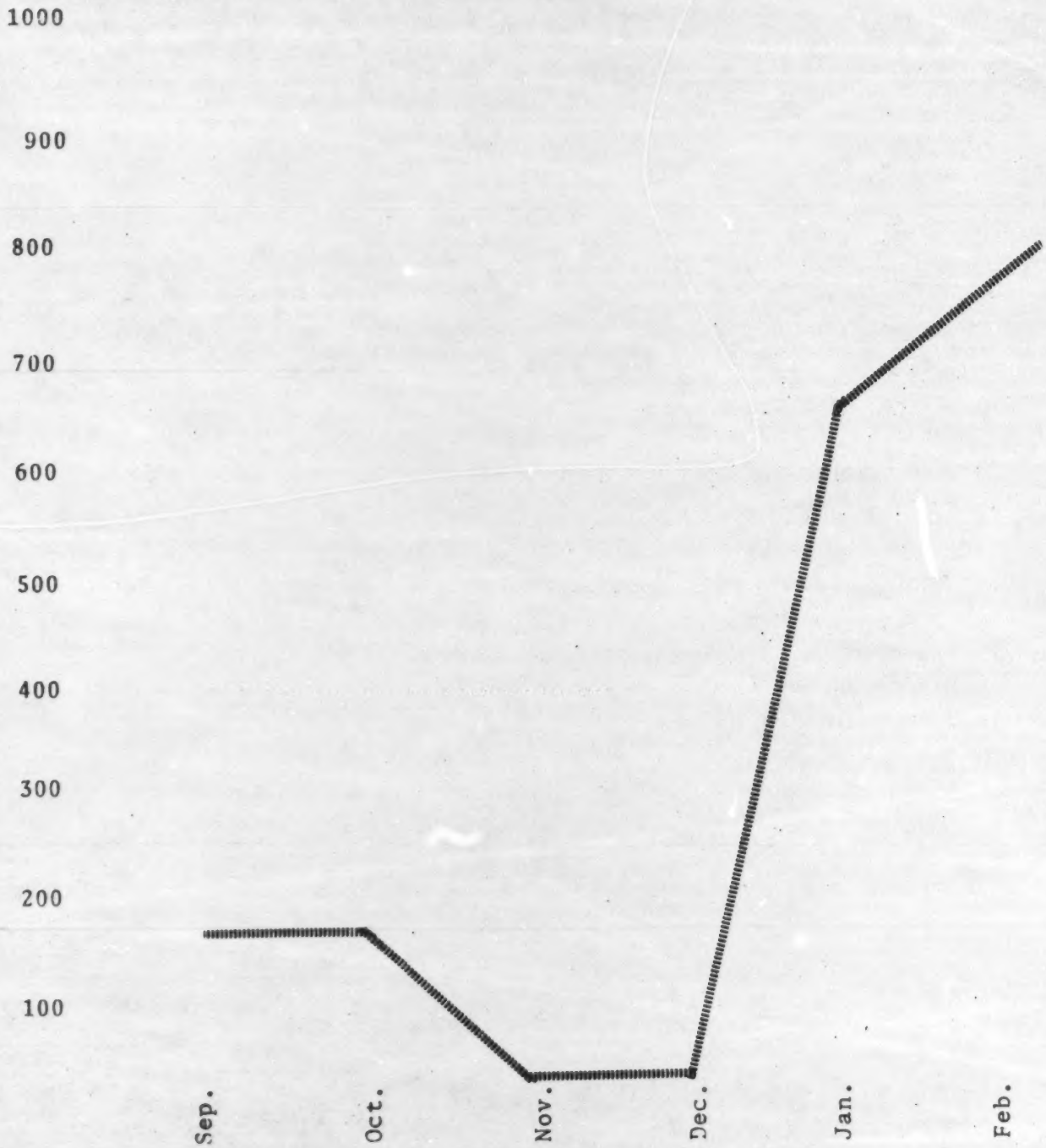
STUDENT ASSIGNMENTS BY GROUPS

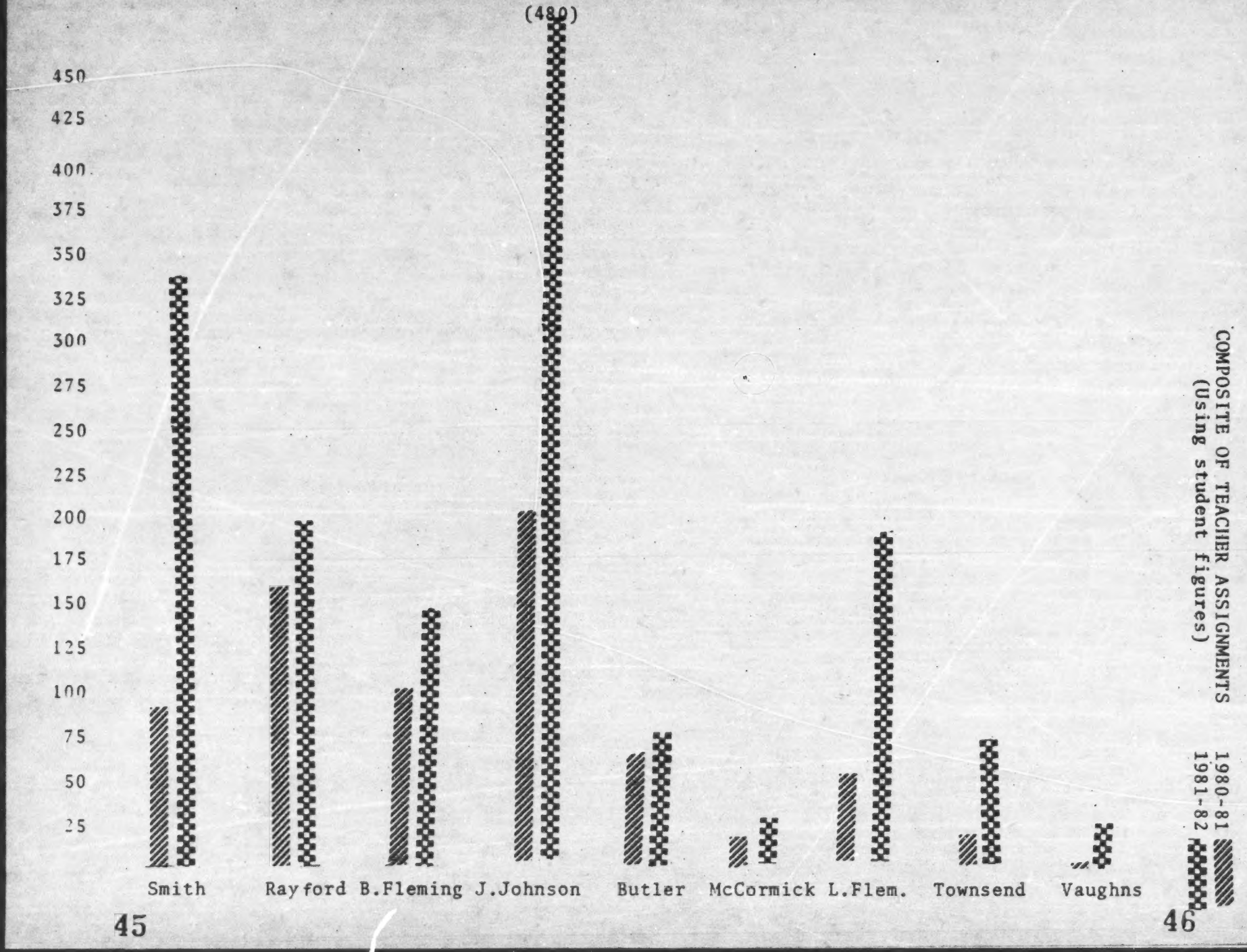
Teacher	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Total
Smith	37	3	0	14	10	56	120
Rayford	36	4	0	16	74	9	119
B. Fleming	54	121	18	0	45	115	353
Johnson	27	27	3	0	119	162	338
Butler	0	0	0	0	0	0	0
McCormick	0	0	0	0	64	62	126
L. Fleming	0	0	0	0	211	136	347
Townsend	0	0	0	0	0	24	24
Vaughns	0	0	0	0	0	60	60
Other Teachers	0	0	0	0	110	125	235
Totals	154	155	21	30	633	749	1722

Note: No records were kept on this last year, but Project Director felt it was only fair to the teachers to show these figures.

STUDENT ASSIGNMENTS BY GROUPS

1981-82




(480)
450
425
400
375
350
325
300
275
250
225
200
175
150
125
100
75
50
25
Smith
Rayford
B.Fleming
J.Johnson
Butler
McCormick
L.Flem.
Townsend
Vaughns
COMPOSITE OF TEACHER ASSIGNMENTS
(Using student figures)
1980-81
1981-82

STUDENT PROFILE
* (Individual use of library)
11th Grade

Name	1980-81	1981-82	Name	1980-81	1981
Bailey, Dilworth	2	16	Jones, Betty	3	6
Barton, Vanessa	7	8	Lemon, Sarah	2	13
Bates, John	6	14	McChriston, Vanessa	2	5
Brown, Pamela	1	7	McClellan, Florence	0	8
Brown, Rosezetta	3	3	McGee, Jason	1	9
Carter, Mary	3	7	Manning, Kirk	4	20
Chambers, Wilbert	3	7	Martin, Patsy	6	6
Cook, Shirley	8	18	Morgan, Ernestine	6	13
Crawford, Carolyn	2	6	Oliver, Sam	2	9
Crayton, Diane	2	2	Oliver, Verdie	4	13
Davis, Nelvon	1	10	Powell, Cynthia	1	17
Davis, Shirrel	1	7	Primer, Rosie	1	4
Dixon, Reginald	0	4	Roberts, Larry	4	9
Fisher, Brenette	5	3	Simmons, Roberta	4	7
Fisher, Sandra	7	4	Stevenson, Karl	2	7
Green, Lisa	5	6	Taylor, Jacqueline	1	14
Green, William	3	1	Thomas, Pearline	3	16
Greer, David	6	5	Tidwell, Rosie	3	20
Greer, Fredeen	4	12	Tillman, Johnny	4	44
Greer, Vicky	2	8	Wade, Rayborn	7	4
Groves, Ruby	4	6	Williams, Clementine	3	37
Holmes, David	0	17	Williams, Wilma	2	16
Holmes, Glynn	9	23	White, James	2	12
Holmes, Percy	4	10	Young, Yolanda	5	0
Johnson, Ernestine	5	30		165	549

* These figures are for a period of 55 school days in 1981 and the corresponding school days in 1982.

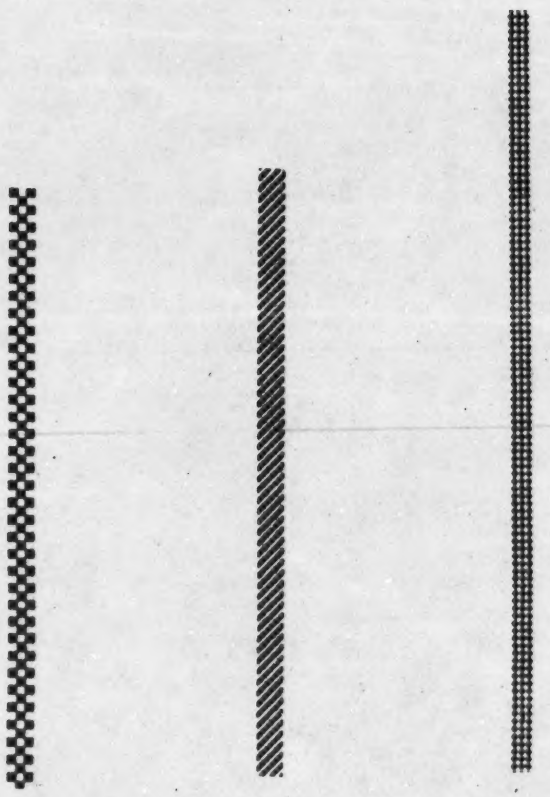
STUDENT PROFILE
* (Individual use of library)
12th Grade

Name	1980-81	1981-82	Name	1980-81	1981
Ambrose, Joe Louis	11	14	Johnson, Dexter	9	17
Anderson, Diane	0	11	Johnson, Karen	1	10
Anderson, Ricky	6	7	Johnson, Michael	6	11
Brooks, Dale	29	18	Landfair, Nathaniel	2	25
Brown, Yvonne	10	32	McKinney, Cynthia	25	40
Dallis, Willie	9	6	Morgan, Michael	6	7
Edwards, Bernard	3	5	Nalls, David	12	48
Ellis, Walter	7	17	Nalls, Katherine	3	12
Falls, Dennis	2	15	Redd, Daris	1	3
Falls, Timothy	23	7	Seamster, Thelma	4	7
Fletcher, Edward	5	15	Simmons, Delores	0	7
Foster, Valerie	1	12	Simmons, Grace	24	49
Griffin, Frederick	0	3	Simmons, Jacqueline	9	7
Haymon, Laura	4	41	Tate, Robert	12	13
Hogsett, Patricia	0	7	Tillman, George	11	37
Horton, Lauree	1	4	Vaughan, Edward	1	2
Horton, Willie	3	18	Washington, Rose Marie	0	18
Howard, Rodger	9	14		256	56
Howard, Tony	7	10			

* These figures are for a period of 55 school days in 1981 and the corresponding number of days in 1982.

GRADE COMPARISON
(Average use of library per student)

10th, 11th, and 12th Grades



10th 11th 12th

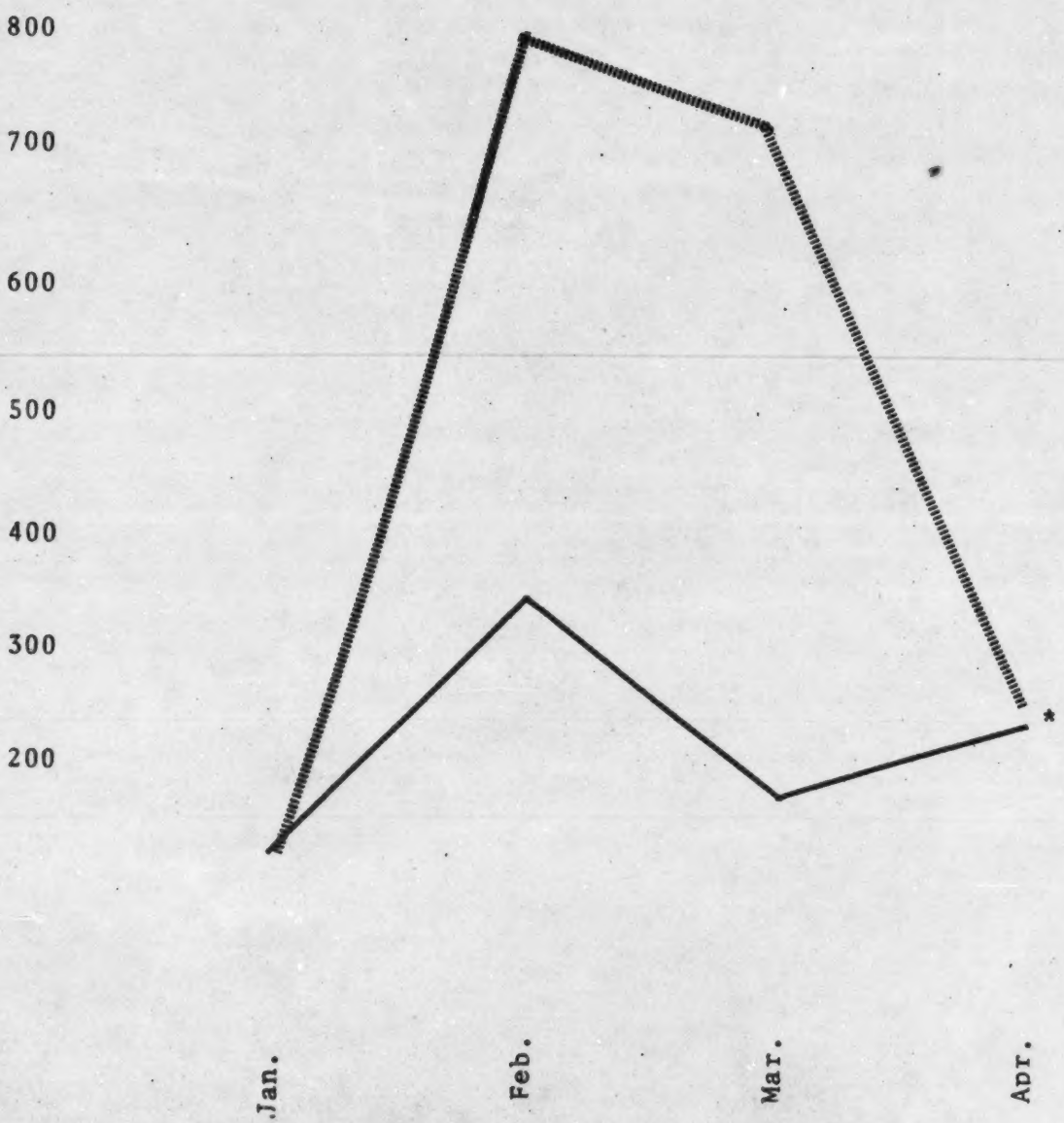
1980-81 ——

1981-82 ▪▪▪▪▪▪▪▪▪▪

COMPOSITE OF STUDENT USE

(Assigned by teachers monthly)

* April 1982 figures are for only ½ month



Durant Attendance Center
ACT Scores

Comparison

	1980-81	1981-82
Average Score	10	13
High Score	16	21
Low Score	4	8
Number Students Scoring 15 and Above	3	5
Percent Students Scoring 15 and Above	11	31

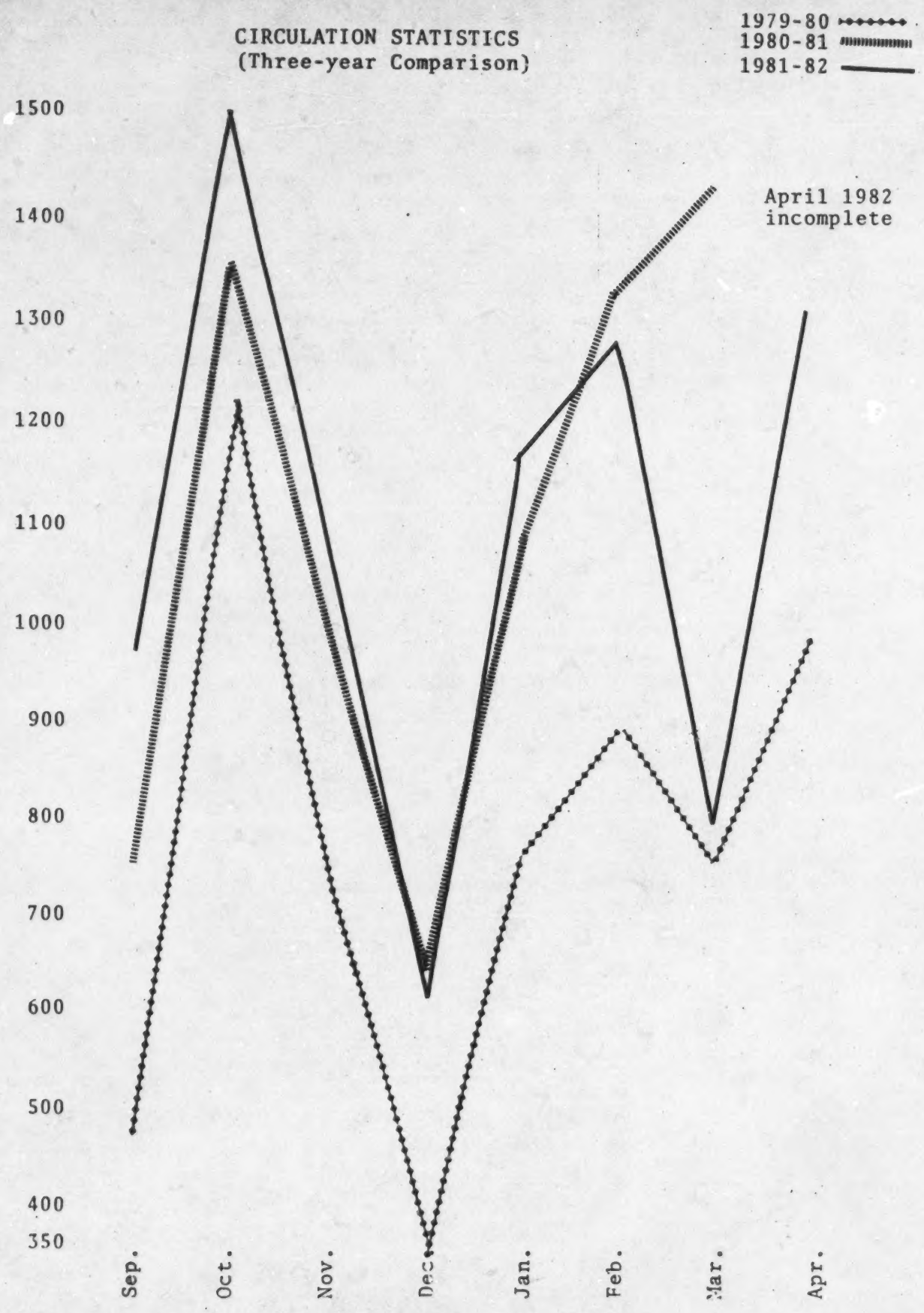
COMPOSITE RECORD KEEPING
(Time Required for Compiling Statistics)

AIDE					LIBRARIAN				
Month	1980-81		1981-82		Month	1980-81		1981-82	
	Hr.	Min.	Hr.	Min.		Hr.	Min.	Hr.	Min.
Sept.	18	5			Sept.	4	0	2	55
Oct.	5	20			Oct.	5	0	1	0
Nov.	7	0			Nov.	4	0	1	0
Dec.	9	10			Dec.	2	0	1	0
Jan.	8	20	23	30	Jan.	5	0	11	40
Feb.	11	1	27	53	Feb.	5	0	11	40
Mar.	6	47	24	17	Mar.	3	15	11	40
Apr.	15	0	28	47	Apr.	5	0	3	50

CIRCULATION STATISTICS

(Use of Library Resources - Books, Filmstrips, Films, Cassettes, Records, Kits, Vertical File, Periodicals)

Month	1979-80	1980-81	1981-82
September	463	954	736
October	1206	1503	1346
November	708	946	980
December	318	597	614
January	737	1158	1070
February	869	1270	1322
March	740	773	1422
April	957	1300	1353
Total	5998	8501	8843


CIRCULATION STATISTICS
(Three-year Comparison)
1979-80
1980-81
1981-82
April 1982
incomplete
1500
1400
1300
1200
1100
1000
900
800
700
600
500
400
350
Sep.
Oct.
Nov.
Dec.
Jan.
Feb.
Mar.
Apr.

EVALUATION

Teachers

"It was observed by the instructor that students appeared to have more interest in mathematics when they were listening to mathematics cassette tapes provided by Title IVC rather than the customary teaching approach."

Peter Vaughns
Mathematics

"The Title IVC program has provided the meat for a nonexistent course in the area of speech. The various types of material have helped to broaden the students' knowledge of the spoken word."

Dorothy Butler, Julia Johnson
English

"The Title IVC program has enriched my instructional program tremendously by providing library related reference materials for the science department. The students have learned how to use the library when searching for scientific information."

Tim McCormick
Science

"For the first time, I had the opportunity to select materials for use in my classroom. Through funds provided by this program, we now have excellent audio visual materials to aid in teaching science."

Lovie Fleming
Science

"The Social Studies Department has experienced one of its most successful years through the aid of an abundance of materials purchased with Title IVC funds. These valuable tools enabled the teachers to motivate the students, thus helping them to move at a faster pace."

Elma M. Smith
Social Science

"The many new filmstrips, tapes, and books have added a new dimension to our library as well as to our classrooms. The new emphasis on reading and use of the library has encouraged the students to read more in general and to consider the library as one of their greatest assets."

Jean B. Rayford
Social Studies

"By having those of us who would be using them to select the materials, instead of some far removed administrator, we felt a sense of personal responsibility and resolved to make the best possible selections for our classroom use."

Billy Fleming
Social Studies

"I have enjoyed participating in the IVC Library Project and feel that it has had rewarding advantages for me as a mathematics teacher. These included new and up-to-date audio visual material, books for supporting basic mathematics concepts, various charts for classroom instruction. This is the best thing that has happened, and it is my desire that a project like Title IVC could go on and on."

Andrew Townsend
Mathematics

"The IVC Project drew librarians, teachers, and students, working together, into one bond with one goal in mind - to enrich the curriculum through the use of library materials and equipment. Through regular and constant assignments of reading and study in the library, the students learned the life-long importance of what a library can provide in their quest for a well-rounded education. We are hopeful that the enthusiasm exhibited during this project will continue for years to come."

Cornelia Walker
Librarian

EVALUATION

Students

"The new books and equipment purchased with Title IV funds have helped me very much. First, they aided me greatly in conducting research for class assignments. Secondly, the books were good pleasure sources. They inspired me to do more thinking about myself and the world around me. These reasons add up to my becoming a better student and receiving good grades in school. Our main purpose at DAC is to receive a good education, and this program has helped me to achieve it."

Grace Simmons
Senior, DHS

"The new materials provided for the English Department were very much needed and appreciated by all of the students. The films, with their vivid examples and pictures, helped to bring the lessons to life and make important points easier to grasp. The excellent equipment was operated easily by students who wanted to review the film again or to catch up on a lesson that was missed. Of course, the additional reference books were very helpful to us in writing special reports and term papers. I would just like to say thank you for all the efforts made to better our quality of education."

Denise Hughes
Sophomore, DHS

"Through funds provided by the IVC program, the librarian and science teacher have been able to purchase more up-to-date materials for our science department. We have enjoyed reading about and reporting on famous people who have made great contributions to science. Also, the excellent filmstrips and other audio visuals have helped make our classes more interesting.

Shirley McKinney
Sophomore, DHS